

Description:

The department promotes and supports a thorough system of public education by providing leadership, financial resources, accountability measures, training and consultation to school districts, charter schools, and affiliated agencies. In partnership with public schools and families, the department provides high-quality programs and services for learners and monitors schools to meet the letter and spirit of relevant laws, rules, and regulations. The focus of the department is to promote and support best teaching and related practices that lead to high academic achievement and personal development for all students.

Major Functions and Targeted Performance Standard(s) for Each Function:

1. Continuously improve the quality of Idaho's public education services to gain program competitiveness, high levels of achievement, and a well-informed citizenry.

A. State achievement tests administered according to grade 2 to high school performance standards.

Actual Results			
1999	2000	2001	2002
N/A	Standards Approved	Dvlp Math-Lang Arts	Piloting ISAT, High sch.
Projected Results			
2003	2004	2005	2006
ISAT Implemented	ISAT & New PMA, DWA	Admin. ISAT, DMA, DWA	Admin. ISAT, DMA, DWA

B. Percentage of aggregated public school students reading at or near grade level on the Idaho Reading Indicator in grades K, 1, 2 and 3.

Actual Results			
1999	2000	2001	2002
Reading Test Mandated	K-72%, 1-71, 2-82, 3-80	K-75%, 1-75, 2-84, 3-82	K-91%, 1-92, 2-86, 3-84
Projected Results			
2003	2004	2005	2006
K-85%, 1-85, 2-85, 3-85	K-85%, 1-85, 2-85, 3-85	K-85%, 1-85, 2-85, 3-85	K-85%, 1-85, 2-85, 3-85

C. Average percentile aggregated public school ITBS/TAP scores for grades 3, 7 and 11. (Discontinued after FY 2002.)

Actual Results			
1999	2000	2001	2002
3-50%ile, 7-59, 11-58	3-53%ile, 7-61, 11-59	3-53%ile, 7-60, 11-60	3-55%ile, 7-56, 11-54
Projected Results			
2003	2004	2005	2006
See 1.A above	See 1.A above	See 1.A above	See 1.A above

D. Numbers of elementary and secondary schools approved with merit.

Actual Results			
1999	2000	2001	2002
16	19	24	32
Projected Results			
2003	2004	2005	2006
35	40	45	50

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2. Provide individuals of all abilities access to public education services to develop their skills, knowledge and social awareness in order to be globally competitive workers, responsible citizens, and lifelong learners.

A. Full term average daily attendance, as a percentage of fall enrollment.

Actual Results			
1999	2000	2001	2002
230,203 - 94.1%	230,566 - 94.1%	230,609 - 94.0%	231,554 - 94.0%
Projected Results			
2003	2004	2005	2006
231,700 - 94.0%	231,900 - 94.0%	232,100 - 94.0%	232,300 - 94.0%

B. Numbers of limited English proficient students placed in an appropriate program.

Actual Results			
1999	2000	2001	2002
13,251	16,338	17,733	18,747
Projected Results			
2003	2004	2005	2006
18,850	19,000	19,150	19,300

C. Numbers of students with gifts/talents identified and accessing an appropriate education.

Actual Results			
1999	2000	2001	2002
8,385	9,151	9,506	10,590
Projected Results			
2003	2004	2005	2006
10,500	10,600	10,800	11,000

3. Ensure education relevant to the needs of Idaho's citizens, workforce, business, industry and government agencies through public schools.

A. Numbers/percent of public school districts and charter schools implementing grade-level educational state standards as a minimum.

Actual Results			
1999	2000	2001	2002
N/A	9-12 Stndrds Aprvd	K-8 Standards Approved	80 Districts - 65%
Projected Results			
2003	2004	2005	2006
100 Districts - 81%	124 Districts - 100%	124 Districts - 100%	124 Districts - 100%

B. Numbers of school districts implementing character ed. and school to work programs.

Actual Results			
1999	2000	2001	2002
CE 112, STW 102	CE 113, STW 102	CE 113, STW 102	CE 114, STW 102
Projected Results			
2003	2004	2005	2006
CE 114, STW 102	CE 114, STW 102	CE 114, STW 102	CE 114, STW 102

4. Ensure maximum benefit from public educational resources through efficient operation and management of the education system.

A. Percentage of dropouts in grades 9 - 12 (% ages include students enrolled in alternative schools).

Actual Results			
1999	2000	2001	2002
4.5%, 6.1%, 6.8%, 5.8%	4.2%, 5.3%, 6.2%, 5.0%	4.1%, 5.2%, 6.1%, 4.9%	3.9%, 5.3%, 6.1%, 5.7%
Projected Results			
2003	2004	2005	2006
3.9%, 5.0%, 5.9%, 4.7%	3.8%, 4.9%, 5.8%, 4.6%	3.7%, 4.8%, 5.7%, 4.5%	3.6%, 4.7%, 5.6%, 4.4%

B. Numbers of public high school graduates.

Actual Results			
1999	2000	2001	2002
15,747	15,800	15,941	16,000
Projected Results			
2003	2004	2005	2006
16,050	16,100	16,150	16,200

C. Percentage of K - 12 educators completing required technology competency certification.

Actual Results			
1999	2000	2001	2002
60.8%	59.2%	73.3%	87%
Projected Results			
2003	2004	2005	2006
90%	95%	100%	100%

D. Numbers of public schools operating year around class schedules.

Actual Results			
1999	2000	2001	2002
11	12	12	13
Projected Results			
2003	2004	2005	2006
14	15	16	17

E. Type and number of reports submitted by districts/charter schools to the SDOE electronically.

Actual Results			
1999	2000	2001	2002
7 Types, 1,460 Reports	7 Types, 1,778 Reports	9 types, 1,934 Reports	10 Types, 2,000 Reports
Projected Results			
2003	2004	2005	2006
10 Types, 2,000 Reports	11 Types, 2,200 Reports	11 Types, 2,200 Reports	11 Types, 2,200 Reports

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Program Results and Effect:

Presented in this report are indicators of public education that correspond to the overall goals of the State Board of Education. They are the same goals of the department's strategic plan. Most indicators are data derived from reports submitted by school districts implementing federal and state statutes and administrative rules for K-12 education under the direct control of locally elected trustees, governing boards and the administrators they employ.

Indicators of educational quality include student achievement. It is believed the complex process of standards implementation will have a positive impact on achievement as measured by local school districts, and as indicated by statewide assessments. The norm-referenced tests (ITBS/TAP) used for Test (ISAT), and the Direct Math and Direct Writing Assessments will be administered at different grades, according to new State Board of Education Rules. Curricula and instruction are being aligned with the same standards used as the basis for tests and measures of what students know and are able to do. The quality of public schools is also reflected in individual school approvals according to state and regional research-based accreditation standards, particularly for schools going through the rigorous evaluation process earning the coveted approval designation as a Merit School.

Access to effective education has long been the expected and desired result of public education. The benefits of instruction are more likely to happen when students are in attendance and engaged in learning and developmental activities. Average daily attendance during the first nine weeks of school remains at about 94 to 95% of fall enrollment. Access to an appropriate education is also important for those student members of special populations who require instruction tailored to meet needs based on unique personal characteristics or conditions calling for education to more precisely take into account cultural and linguistic differences. The numbers of such students are increasing.

Standards-based instruction has greater relevance to professionally determined national and state performance expectations deemed by business leaders and higher education to be important for the future success of students after graduating from Idaho public schools. Subsequent to recent and on-going standards adoption actions, the numbers of schools implementing standards will continue to increase as the department is able to make available and target appropriate resources. It is expected that school districts will continue to foster pertinent character and worker traits for all students, as important, functional and germane components of public education.

Indicators of various efficiencies include small reductions in the rates at which students drop out of regular secondary schools, and increases in the numbers student graduates, year around schools, and kinds and numbers of electronic reports submitted to the department of education. It is projected that the percentage of educators gaining certification in instructional technology competencies, to increase management and appropriate instructional efficiencies, must increase to meet the goal of 100 percent per school building. The turnover of existing certificated staff, and the addition of new personnel who have not yet earned a certificate of computer technology competence, mitigate against the attainment of the desired goal of 100 percent.

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